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ABSTRACT

Since the last comprehensive museum survey was conducted in 1971-72, no current data has been gathered about the museum field. Because the field has not remained static it has become difficult to apply the 1971-72 survey findings to current museum situations. Because of this, the National Center for Education Statistics (NCES) was requested to conduct a survey of museums and provide relevant data. NCES, in turn, requested the Statistical Analysis Group in Education (SAGE) to provide assistance in the development of the survey by conducting informal interviews with museum directors. This report, which is the result of the interviews, contains a discussion of issues and information needs facing museums and the justification for the inclusion of the nine sections of the questionnaire. These sections are (1) purpose and governing authority, (2) collections and exhibitions, (3) conservation, (4) education and public programs, (5) accessibility and attendance, (6) personnel, (7) finance and budget, (8) security, and (9) facilities. Concluding the report is a copy of the proposed survey and a list of definitions for terms which appear in the survey. (APG)

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ED279588

FORMATIVE EVALUATION OF THE 1979 MUSEUM SURVEY FORM

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June 1979

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APPENDIX A

Introduction

The Museum Services Act, enacted on October 8, 1976, established the Institute of Museum Services (IMS) within the Department of Health, Education, and Welfare. The purpose of IMS, as mandated by Congress is

> to encourage and assist museums in their educational role in conjunction with formal systems of elementary, secondary, and postsecondary education and with programs of nonformal education for all age groups; to assist museums in modernizing their methods and facilities so that they may be better able to conserve our cultural, historic, and scientific heritage; and to ease the financial burden borne by museums as a result of their increasing use by the public (20 U.S.C. 916-968).

To achieve these purposes, IMS is authorized to award grants to museums for such activities as:

1. constructing or installing displays, interpretations, and exhibitions;
2. developing and maintaining professionally-trained and experienced staff;
3. meeting administrative costs associated with preservation, exhibition, and education;
4. cooperating with other museums to develop traveling exhibitions, meeting transportation costs, and identifying and locating collections available for loan;
5. conserving artifacts and art objects; and
6. developing and carrying out special programs for certain segments of the public, such as programs for urban neighborhoods, rural areas, Indian reservations, and penal and other state institutions.

Although the above-mentioned activities are included in the Museum Services Act, the actual direction of IMS funding is subject to the policy directions of the National Museum Services Board. In

order to develop general policies concerning the powers, duties, and authorities vested in IMS, the Board must have current information concerning the programs and the needs of museums. Indeed, the Act mandates that the Director of IMS will "make available to the Board such information and assistance as may be necessary to enable the Board to carry out its functions" (20 U.S.C. 963).

Unfortunately, the National Museum Services Board and the Director of IMS are working with virtually no up-to-date systematic data on the situation in the museum field today. The first and only comprehensive survey of all types of museums in the United States, which was conducted by the National Endowment for the Arts and reported in Museums USA (1974), was based on data from 728 institutions for the fiscal year 1971-72. Since then, no surveys have gathered similar information from such a wide variety of institutions.

To rely on data gathered in FY1971-72 would not be problematic if the museum field had remained static. Interviews conducted in the late spring of 1979 and presentations delivered at the 1979 meeting of the American Association of Museums indicate, however, that the museum field has changed substantially in recent years and is facing new and different problems. Therefore, the need for a survey of museum directors can hardly be questioned.

The National Center for Education Statistics (NCES) has been requested to conduct such a survey. NCES has, in turn, called upon the Statistical Analysis Group in Education (SAGE) to provide assistance in the survey design. In order to assist in the survey forms development, Dr. Darlene Russ-Eft, Director of SAGE, conducted informal interviews with museum administrators and prepared this report. The report includes (1) a discussion of issues and information needs facing museums, (2) justification statements for the nine sections in the questionnaire, (3) suggestions for analyses to address important issues, (4) comments on the draft survey form, and (5) recommendations for procedures in further pretesting.

Current Issues in the Museum Field

Museums today are facing numerous problems that are not uncommon to a variety of public service organizations: inflation and rising operating costs, increasing demand for services, decreasing private support, and increasing security needs. Figure 1 provides a chart of current trends and depicts linkages among them. The arrows indicate the direction of the causal relationship between trends. Thus, for example, an increase in crime leads causally to an increase in security needs and thence to rising operating costs and greater financial difficulties. In some cases, there are competing forces; and to show these we have used "+" to indicate a positive direct relationship and "-" to indicate an inverse, or negative, relationship. For example, increasing users' fees may increase revenues in the short term but also may dampen the increased public demand for services. On the other hand, difficulty in obtaining private support is related to an increase in revenues but in a negative fashion, indicated by "-". The following paragraphs discuss three key issue areas (financial, program, and personnel) and the resulting issue questions. In the next section of the paper, these issues will be tied to the questions included in the survey form.

Financial Concerns

Museums appear to be facing severe financial difficulties as the result of a variety of forces. Inflation is leading to rising operating costs as well as causing greater difficulty in obtaining private support for museums. The increasing demand in the use of museum services has resulted in greater security problems with associated financial costs. The increasing demand has also had an indirect effect on costs. It has created the context for increasing federal involvement to support particular museum programs, but this support has entailed the costs associated with increasing federal regulation. One current example of the costs associated with federal support is the set of regulations concerning provisions for handicapped as outlined in Section 504 of the Rehabilitation Act of 1973. Some museum administrators have questioned whether the benefits of federal involvement outweigh the costs.

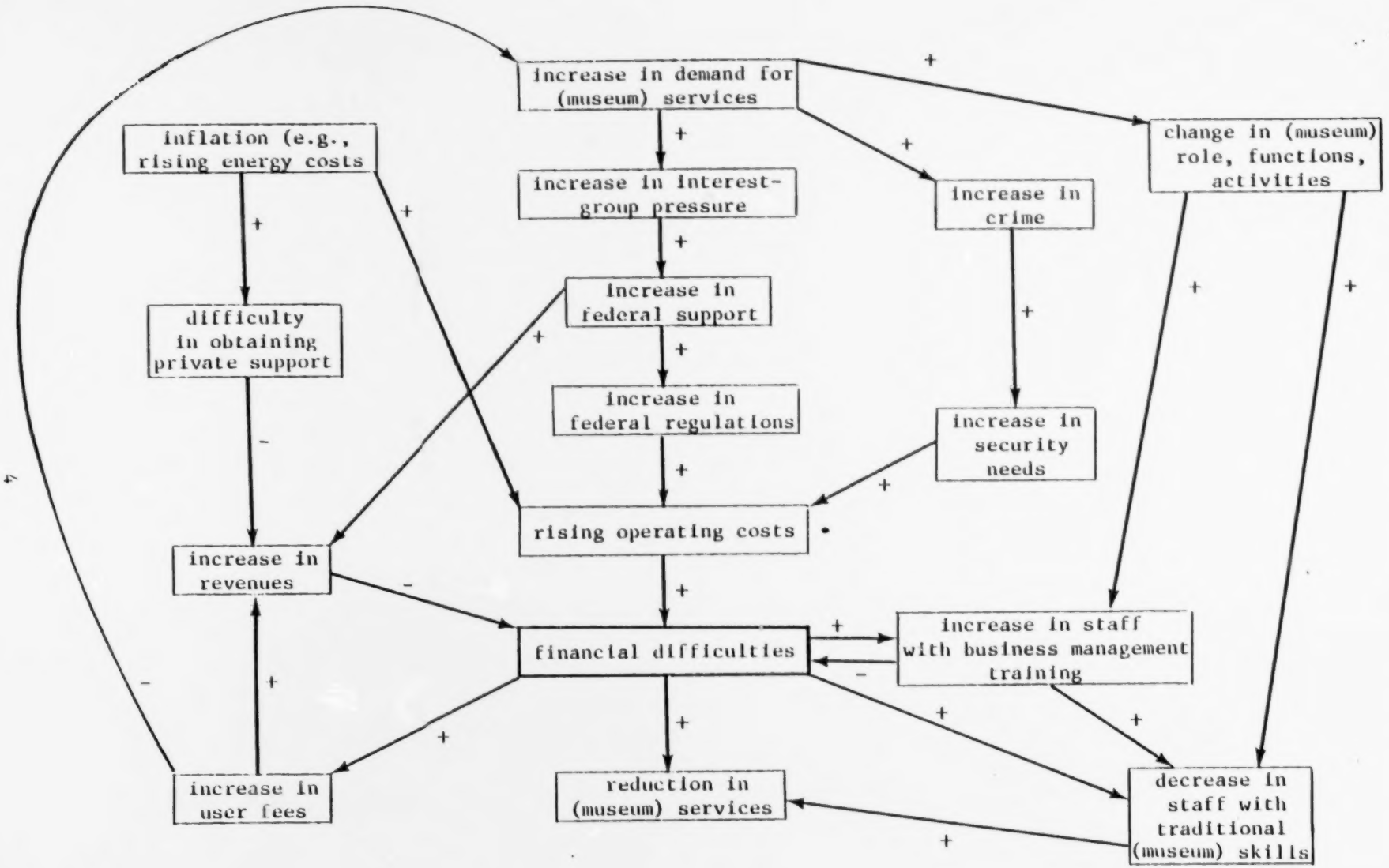
increase in demand for (museum) services
inflation (e.g., rising energy costs
increase in interest-group pressure
change in (museum) role, functions, activities
increase in crime
difficulty in obtaining private support
increase in federal support
increase in federal regulations
increase in security needs
rising operating costs
increase in revenues
financial difficulties
increase in staff with business management training
increase in user fees
reduction in (museum) services
decrease in staff with traditional (museum) skills

Figure 1. Trends affecting museums and the relationships among these trends

Several outcomes are associated with the financial difficulties of museums, but of greatest concern is a reduction in museum services. This service reduction may result directly from financial problems, or it may be related to a decrease in staff with museum skills. As noted in Figure 1, to overcome the financial problems, the institutions may respond by hiring more staff with business management skills, and by hiring fewer staff with museum skills. On the other hand, the institutes may increase user fees. This increase in user fees may lead to a reduction in the accessibility of services to certain subgroups.

Issues relating to the financial concerns of museums are the following:

1. Is the demand for museum services increasing? How much?
2. Is private support of museums decreasing?
3. Is federal support of museums increasing? How great are the costs associated with federal support?
4. Are the number of museums facing severe financial problems today substantially greater than in the past?
5. How are museums responding to financial difficulties--by increasing user fees, by increasing numbers of staff with management training, by decreasing numbers of staff with traditional museum skills, by reducing museum services?

Program Concerns

Traditionally, museums have been concerned with collecting, preserving, and exhibiting our heritage and culture. Partly as a result of federal support for educational programs in museums and the widening audience for museum services, the major focus of museum activities has turned to providing educational experiences for the public. Some museum administrators worry about the changing emphasis; in particular, they are concerned that the activities of collection, preservation, and research may be neglected. This is especially true if museums are facing financial difficulties and must make critical decisions about the direction of their activities.

On the other side, there are those who believe that the educational potential of museums has yet to be discovered and exploited. These people feel that few museums, let alone Congress and the voting public, realize the variety of educational programs that could be provided for the public. Also, although some museums may have educational concerns, few studies of the effectiveness of museum programs from an educational standpoint have been undertaken, and as a result, few guidelines are available for preparing and displaying an educational exhibition.

The following are issues about the programs in museums:

1. Are museums increasing their educational activities? What and how many museums?

2. What kinds of educational programs are they offering, and who are the audiences?

3. What kinds of facilities are available in museums for public use?

4. Are sources of information on the effectiveness of museum-based educational programs being developed? If so, what types of programs are most effective?

5. What areas of the museum program need greatest assistance--acquisition, conservation, education, exhibition, or research?

Personnel Concerns

As discussed above, changes are occurring in the role and activities of museums. Such changes may be reflected in the composition of the staff. As education becomes of increasing concern to museums, the numbers of staff assigned to educational responsibilities will probably increase. With financial problems looming on the horizon, institutions may be able to increase their educational staff only by reducing the staff assigned to conservation, curatorial, registration, and research activities. At the same time, the financial and security problems encountered by museums have resulted in increasing demands for staff with skills for dealing with these problems.

The salary levels presented in Museums USA left no doubt that museum personnel have not been well paid as compared with others holding comparable positions outside museums. There did, however, appear to be important differences among personnel at different types of museums and between male and female employees. With finances as a pressing problem, it is unlikely that museums will have increased their salary levels significantly in relation to other occupations. Furthermore, questions of equity in salary among institutions and among museum staff remain.

The low salary levels pose a serious threat to the museums--that they will not be able to find well-educated and qualified personnel. This problem arises at a time when there is concern about improving the quality of museum staffs. One aspect of this concern can be seen in the increasing emphasis to set professional standards and to establish procedures for museum accreditation. (See Professional standards for museum accreditation: The handbook of the Accreditation Program of the American Association of Museums.)

To summarize, the issues concerning personnel are as follows:

1. Are the numbers of personnel with educational responsibilities increasing while those with curatorial, conservation, and research emphases decreasing?

2. Are museums increasing their financial and security staff?

3. Do museum workers continue to receive relatively low wages compared to others working in similar positions at other institutions?

4. Do discrepancies continue to exist in salaries among different museums and between men and women working in the same types of museums?

5. Do the educational levels of museum workers differ from the levels of workers in similar positions at other institutions?

Justification for the Proposed Survey

The federal legislative and administrative content and the background of current issues for museum policy planning, described in the first two sections of this paper. establishes a framework for the proposed survey of museum directors. The survey will provide the National Museum Services Board and the IMS staff with information about the museum field that can be used in making policy and program decisions. In addition, because of the broad definition used for "museums," the survey will gather data that can be used by the National Endowment for the Arts, the National Endowment for the Humanities, and the National Science Foundation in planning their funding programs for museum activities. Finally, the survey has been designed to provide useful information to local museum directors for planning and developing their programs.

The following paragraphs discuss the need for the data to be included in the survey form. The statements will be directed to specific sections of the current draft questionnaire. (See Appendix A for that draft.)

I. Purpose and Governing Authority

Museum-related policies at various levels have different relevance to museums under differing governing authorities, so many policy-related analyses of data will have meaning only for certain categories. Therefore, assessment of category of governing authority is essential. Assessment of the racial, ethnic, and sex make-up of each museum's governing board should be limited to that necessary in order to comply with the need for data specified in federal legislation.

II. Collections and Exhibitions

The questions in this section are important for identifying the type of museum, again a critical descriptor variable for displaying the results. In particular, they will provide a built-in edit-check of the classification of museums according to the universe survey; it should be noted that that classification was used for selecting the

sample for the survey. Finally, the section will provide some indication of the kinds of collections currently available in American museums.

III. Conservation

Conservation is a critical aspect of museum work that may be neglected because of constraints on available facilities and finances. The questions will help to identify current activities in the area of conservation as well as critical needs. This will help IMS to determine whether and in what areas support is needed for development of new conservation activities.

IV. Education and Public Programs

All of the federal agencies supporting museums, especially IMS, are particularly concerned with this set of questions, since much of their support is directed toward educational efforts. Both for evaluating the effectiveness of their past efforts as well as deciding on the direction of future efforts, information on the types of programs and the types of participants is needed.

V. Accessibility and Attendance

Information on membership and attendance is a critical data need for all federal agencies that must formulate museum-related policies. It is an important outcome variable measuring the success of agency activities undertaken to improve museum programs. Furthermore, since appeals for added federal support of museums are based on the rationale that museum attendance has increased, it is vital to obtain data that actually document the extent of that increase. Questions on accessibility, which affects attendance, will also be gathered in this section. These are important indicators of the availability of museum services to all segments of the American population.

VI. Personnel

This is an area of major concern, because it provides a clear indication of each museum's priorities. IMS is concerned that federal programs be tailored to fit such priorities. The data gathered in this section will answer issue questions concerning staffing and programming emphases during periods of financial distress. In addition, the questions will provide a followup of similar data gathered in Museums USA to indicate whether significant changes have occurred in museum salaries. For IMS, these data will also facilitate decisions concerning program efforts directed toward museum staff development.

VII. Finance and Budget

This information has been requested of IMS and some of the other federal agencies by the Congress. The income data, furthermore, are of particular interest to the Research Division of the National Endowment for the Arts, as the staff are in the process of developing an economic data series on museums with art programs. The expenditure data provide another indication of the priorities that museums have established for their own activities. Together, the income and expenditure data clearly indicate the financial status of these institutions; this is of vital interest to IMS for assisting in the development of policies for program funding.

VIII. Security

With increasing public use of museums, security of the collection has become a greater problem. At least, more museum personnel appear to be concerned about the issue. The data gathered in these questions will indicate the level of security available at various museums. From this information, the National Museum Services Board and the IMS staff can decide whether support should be directed toward security activities.

IX. Facilities

The data gathered in this section will provide an indication as to the kinds of facilities available to the public through museums and of facilities reserved for nonpublic access activities. In conjunction with the data on educational and public programs, it will be possible to determine whether there is a discrepancy between museums' activity priorities and the facilities available to them. These discrepancies may signal the need for additional support. Thus, these data will assist IMS staff in deciding the direction of program support for facilities and for facility use.

Suggestions for Analyses to Address Critical Issues

Given the information needs of IMS, the major issue areas facing museums, and the data that will be gathered in the proposed survey, certain analyses can be viewed as critical. The following section describes some analyses considered to be critical for policy decisions.

Clearly, there are numerous analyses that could be performed with the data that are being collected. In the next few months, decisions will have to be made as to analyses that will be performed in the immediate future. The purpose of this section is not to prepare detailed plans for all the analyses; rather, the purpose is to identify a small number of key analyses that should be performed regardless of the direction the analysis plan.

Analyses of Financial Data

Financial issues appear to be of greatest concern to museum personnel and to federal officials involved in museum programs. Since these issues involve issues of change, comparisons will be needed with data gathered in the past (e.g., Museums USA).

1. Is the demand for museum services increasing? How much? The answer to these questions begins with a simple compilation of the data museum attendance (Question V.F). The comparison can begin by using data provided in Museums USA. For more recent years, the data gathered in Question V.F.3 are relevant. The results can be displayed in a graph showing change in attendance over the years. In addition to displaying attendance figures for all museums, these should be presented by type of museum, budget size, governing authority, and region of the country.

2. Is private support of museums decreasing? The procedures and data display would be similar to #1 above, but would use information provided in Question VII.A. Given the current questionnaire draft, the comparison would be limited

to data available in Museums USA, and it would be further limited by the categories used in that previous report.

3. Is federal support of museums increasing? The analyses to address this question would be analogous to those for the preceding question.

4. Are the number of museums facing severe financial problems today substantially greater than in the past? Although the best indicator of severe financial problems, closure of the institution, is not available, there are some analyses that can be performed. First, for each institution, total income can be compared with total expenditures to determine how many museums had a gain or a loss. Another indicator is the number of museums with endowment funds and the size of those endowment funds. A third indicator is the size of the capital expenditures relative to total expenditures. A possible response to financial difficulties would be a limiting of expenditures for major equipment, capital improvements, and major acquisitions. In addition to totals, these data should be presented by type of museums, budget size, governing authority, and region of the country. As has been pointed out in other contexts (e.g., in the analysis of the financial health of colleges by SAGE), the most sensitive indicators are increases or decreases from year to year. Therefore, we would recommend analyses of trend data in finances if questions on the preceding year's finances could be added to the questionnaire.

5. How are museums responding to financial difficulties--by increasing user fees, by increasing numbers of staff with management training, by decreasing numbers of staff with traditional museum skills, by reducing museum services? After having identified museums in financial difficulty, comparisons can be made between those identified and the

remainder of the sample. Multivariate analyses of variance can be conducted using financial status, museum type, budget size, governing authority, and region of the country as independent variables and using user fees, numbers of management staff, and numbers of staff in curatorial, exhibit design, conservation, and education positions as dependent variables.

Analyses of Program Data

Information about programs is sought by both museum personnel and by federal officials. For most of these questions, comparisons with previously-collected data bases are either unwarranted or data are unavailable.

1. Are museums increasing their educational activities? What and how many institutions? Although the question calls for some longitudinal comparison, such a comparison may not be possible. The categories in the questions used in the Museums USA survey are slightly different from those included in the proposed survey. A comparison could be made between the two surveys in the percentage of museums planning school programs; however, since the two surveys enumerate different sets of programs, it will be difficult to indentify an "increase" or "decrease" in activity level.

2. What kinds of educational programs are they offering, and who are the audiences? Using the responses to Question IV.1, a cross-tabulation can be performed with the variables of type of activity/program and type of the participant. In addition, frequency counts can be done for Question IV.2 (Audience) and Question IV.3 to IV.5. In all cases, these analyses should be displayed for museums that differ in terms of type, budget size, governing authority, and region of the country.

3. What kinds of facilities are available in museums for public use? This can be determined by conducting frequency counts on Question IX.A, IX.C, and IX.D. To determine whether such facilities are accessible to the mobility-impaired, cross-tabulations can be run using responses to Question IX.D. Again, these analyses should be done showing museum type, budget size, governing authority, and region of the country.

4. Are sources of information on the effectiveness of museum-based educational programs being developed? If so, what types of programs are most effective? This question cannot be answered with the data currently being gathered.

5. What areas of the museum program need the greatest assistance--acquisition, conservation, education, exhibition, or research? This question cannot be answered with the information currently in the museum survey form.

Analyses of Personnel Data

Questions of personnel are of interest to both museum directors and federal officials. For comparison purposes, data from Museums USA should be examined.

1. Are the numbers of personnel with educational reponsibilties increasing while those with curatorial, conservation, research emphases decreasing? These analyses should include data from Museums USA. In particular, percentages of the staff with responsibilities in (1) administration, (2) curatorial, display, and exhibit, (3) education, (4) research, and (5) operations and support can be compared with similar figures gathered from the future survey (in Question VI.A). If possible, inclusion of questions on staff change during the last year in this survey would provide data needed for this question. The results should be displayed for full-

time, part-time, volunteer, and CETA employees by museum type, budget size, governing authority, and region of the country.

2. Are museums increasing their financial and security staff? Although details on the number of security staff will be gathered in the future survey (Question VI.A and VIII.2), they cannot be compared with any previously-collected data.

3. Do museum workers continue to receive relatively low wages compared to others working in similar positions at other institutions? Cross-tabulations can be performed on Question VI.A with the variables of area of responsibility and annual salary range. These cross-tabulations should be displayed by museum type, budget size, governing authority, and region of the country. The salary levels can be compared with similar professionals at other institutions using data from periodic surveys conducted by the Bureau of Labor Statistics.

4. Do discrepancies continue to exist in salary among different museums and between men and women working in the same types of museums? The first part of this question can be answered by examining the results from #3 above. For the second question, the analyses described in #3 can again be used, but, in this case, the data must be crossed with the variable of sex.

5. Do the education levels of museum workers differ from the levels of workers in similar positions at other institutions? This question cannot be answered using data from the proposed survey. It may, however, be addressed in future surveys by the National Endowment for the Arts.

Comments on the Draft of the Survey Questionnaire

This section presents a synthesis of the comments of the museum administrators contacted by SAGE. In some cases the interviewees merely indicated problems with items and left it to the survey developers to improve them. We have therefore generated a number of specific recommendations for modifications to the survey form that we believe respond to the museum directors' comments. These recommendations have been included here.

Before analyzing specific items, we believe it appropriate to convey a few comments of the interviewees about the overall structure of the current draft of the questionnaire. The survey form will be sent to persons in the museum profession and many of these people have aesthetic interests and concerns. As a consequence, several respondents mentioned that the questionnaire is ugly and unappealing. "It looks like an income tax form." Such a response will increase the probability that the potential respondent will fail to complete the form because "it looks too formidable." Therefore, the following suggestions should be considered in future development of the survey.

1. Design and use an interesting and colorful cover for the survey form, one that would appeal to museum professionals.

2. Remove many or all of the lines on the form. "They cause confusion, and they are ugly."

The cover letter and the first page of the form should address the issues of the survey purpose, confidentiality of the responses, and use of the data. As one museum director stated, "If a survey instrument does not include such information, we will not respond, as a matter of policy."

Some of the wordings and formats of the questions are confusing. Suggestions for wording changes are provided in the next section on specific items. As for the format, two suggestions can be made for improvement. First, the numbering of questions should be consistent,

following the pattern I.A.1.a.(1). Second, the placement of the response options should be consistent. As an example, the responses to yes-no questions should all be located at the left margin or at the right margin in order to ensure that they are not overlooked.

Finally, several respondents questioned the need for the section on definitions. The section adds bulk to the survey form, and it is of questionable value. If it is considered to be necessary, then the survey form should include instructions with the appropriate questions, indicating the existence of the definitions at the end of the form.

Comments on Section I.

The section title "Purpose and Governing Authority" should be centered to be consistent with most of the other titles. If, as is recommended below, Question I.A is deleted, the title should be changed to "Governing Authority."

Question I.A.1-5. Most respondents (10) expressed difficulty in understanding or completing this question. One major concern was that all of these activities are important. Another problem focused on the term "when chartered." Several persons said that this term was not meaningful or that they had no idea what the priorities were at an earlier time. It is recommended that this item be deleted, with the suggestion that priorities can be better determined from the museum's budget or from the responsibilities of the staff. Alternatively, a yes-no question could be substituted to determine what proportion of the country's museums are engaged in each of the activities.

Question I.B.1-13. This question caused problems for only three of the interviewees. It is suggested, however, that the wording be changed to the following.

> "What agency owns the collections and assets of your institution? Please check the one most applicable."

Also, it is not clear what the rationale is for the ordering of the response options. The ordering is certainly not alphabetical, and it is not from the most frequent to the least frequent. The latter ordering would minimize the response burden for the item. In Museums USA (1974), the breakdown was as follows.

Private nonprofit (56%)
Municipal-county government (16%)
State government (12%)
Federal government (6%)
Private educational institution (5%)
Public educational institution (5%)

Question I.C. It is suggested that the wording be changed to the following.

"Does the same agency (indicated in I.B. above) own or operate your facilities?"

Question I.D. It is recommended that the question be worded as follows.

"Does your institution have a board of trustees or other policymaking board?"

Six of the respondents objected to the second part of this question dealing with the ethnicity and sex of the board members. Such terms as "offensive" and "ridiculous" were used. Given the strong reaction to the question, it is suggested that the need for this information be reconsidered. If the question is considered to be necessary, it should be moved to a later section--possibly to be included with the questions about personnel. Greater rapport will have been established with the respondent, and he or she will be less likely to discard the questionnaire as a response to this question. The law relevant to collecting this information should be specified.

Comments on Section II

Question II.1. To be consistent with the previous section, this question should be numbered as II.A.

Question II.2. To be consistent with the previous section, this question should be numbered as II.B. The term "significant" connotes either "important" or "frequent." If the term is intended to suggest frequency, then some numbers should be specified in the item stem (e.g., more than one or two objects, or more than 5% of your collections). A few respondents indicated that the term "exhibit" refers to a single object, item, or specimen. In this question, the term "exhibitions" should be substituted for "exhibits."

On the following page is a compilation of the suggestions for making the categories more sensible. Further comments from additional interviewees should be gathered in order to improve this categorization.

Art

1. Arts and crafts
2. Decorative arts
3. Fine art
4. Folk art
5. Photography
6. Technological art/design
7. Other art (specify)

History (no problems mentioned)

Science

(More categories)	(Fewer categories)
Aeronautics and space	Aeronautic, astronomy and space
Astronomy	
Agriculture	Animals (live)-aquatic, entomological, herpetological, ornithological, mammalogical
Anthropological, ethnological and Indian	
Aquatic and oceanographic	
.	Animal (preserved)
. (see form)	Anthropological, ethnological, and Indian
.	
Botanical	Archeological
.	Geological, mineral, paleontological
. (see form)	
.	Industrial
Herpetological	Medical, dental, health, pharmacological
Horticultural	
Industrial	Natural history and natural science
Mammalogical	
Nature center	Plants-agricultural arboreus, botanical, herbaceous, horticultural
.	
. (see form)	Science general
.	Physical science and math
Science general	Technology
Physical science and math	Other science (specify)
Technology	
Other science (specify)	

Specialized (no problems mentioned)

Comments on Section III.

The title "III. Conservation" should be changed to "III. Conservation/Protection."

Question III.1. To be consistent, the question should be numbered as III.A. This question poses problems for those outside the traditional art museum. A few of the questions that were asked by the respondents were: (1) "Does this include a breeding loan?"; (2) "How do you conserve a living being?"; and (3) "Does this include repair and maintenance of the machines in an exhibit?" Probably separate questions should be formulated, as follows.

"1. Does your institution have its own facilities for the preservation, conservation, or maintenance of objects?

☐ Yes

☐ No

2. Does your institution have its own facilities for the protection and propagation of endangered species?

☐ Yes

☐ No

If Yes to III.A.1 or III.A.2 above, answer the following questions.

a. Do you have a training program for such activities?

☐ Yes

☐ No

If Yes, check the following that apply.

☐ In conjunction with any university

☐ In conjunction with other museums

☐ In conjunction with other organizations (Specify) _____

☐ In-house, but not in conjunction with any university, museum, or other organization

b. Do you do such work on objects or specimens other than those belonging to your own institution?

☐ Yes

☐ No

c. Check the areas of such work undertaken by your institution:

☐ Paintings
:
:

☐ Endangered species (plants or animals)"

It is not clear how the information in III.1.c. would be used. The question might be considered for deletion.

Question III.2. To be consistent, this question should be numbered as III.B. A few people expressed some problem: (1) "How can you respond to this one?"; and (2) "Does this mean at present or over a period of time?" The following is a suggested revision.

> "Check the approximate percentage of your collections that are currently in serious need of conservation, preservation, maintenance, or protection."

At this point, one question might be added:

> "Are your resources adequate to meet these needs?
>
> ☐ Yes
>
> ☐ No "

Comments on Section IV

Question IV.1. To be consistent, the question should be numbered as IV.A. One respondent questioned whether activities that occurred at the museum but were not directly offered by the museum should be included. If so, the question should be modified to reflect such an interpretion. A more serious problem is that of asking for numbers of

participants. Very few museums keep accurate records of total attendance, much less the attendance at special activities. As one respondent stated, "the numbers game is a total lie." Therefore, it would be better to ask what kinds of activities and then ask for an indication of the type of respondent. For example, the question could be worded:

> "The following are <u>some educational activities or program events</u> undertaken by museums. For each activity, please indicate whether your institution has offered such a program during the last fiscal year. Then, for each program you actually offered, indicate the types of people that participated.

Our institution offered this program.	Type of Participant					
	a. General public					
	b. Elementary school students					
	c. Secondary school students					
	d. College or university students					
	e. Other participant (specify) _____					
0	0	0	0	0	0	1. Tours
0	0	0	0	0	0	2. Demonstrations
0	0	0	0	0	0	3. Special lectures
0	0	0	0	0	0	4. Classes, workshops, seminar
0	0	0	0	0	0	5. Performing arts program
0	0	0	0	0	0	6. Films and other media programs
0	0	0	0	0	0	7. Outreach programs
0	0	0	0	0	0	8. Other program (specify) _____ "

<u>Question IV.2</u>. To be consistent, this question should be numbered as IV.B. Most respondents (seven) objected to this question. As stated by one respondent in reaction to Question IV.1 and IV.2, "I worry about using public institutions for such targeted audiences." If this question cannot be deleted, it should be moved to a later section, and the response options arranged in alphabetical order. Also, the question could be worded as follows.

"Check the types of audiences for which your institution offered a specific program during the last fiscal year."

Also, consider referring to the section of the law that requires this information. This question should include options for response that reflect the law, such as urban/rural, incarcerated, and institutionalized.

Question IV.3. To be consistent, the question should be numbered as IV.C. The question could be shortened as follows.

"Does your institution offer teacher training on the use of the museum's resources?"

Question IV.4. To be consistent, the question should be numbered IV.D. As worded, it is not clear whether programs offered by schools, colleges, or universities in cooperation with museums are included. (It is probably rare for a museum to offer academic credit.) Another suggestion was that the term "accredited" should be added. The revised question would be worded as follows.

"Does your institution cooperate with an accredited school, college, or university to provide a program for academic credit?"

Question IV.5. For consistency, the question should be numbered IV.E. It is rather wordy. The following is a suggested revision.

"Does your institution loan exhibits to schools?"

Comments on Section V

Question V.A. The only negative comment on this question was that it seemed "odd to have bus travel and membership in the same section." This question might be placed in a lower position on the page to reflect its perceived importance by museum administrators.

Question V.B. No problems were mentioned.

Question V.C. No problems were mentioned.

Question V.D. One person expressed some concerns with the definition of the categories (i.e., "What age groups are included as "children," "Does the students category include full-time only," "How many people constitute a group?) Probably these need not be defined, but further interviews can determine the need for specific clarification. Since V-D is really a probe under V-C, it may be less confusing to design it as a probe by removing the "D" and working it as follows:

> "If yes, indicate the fee for each of the following categories."

Question V.E. The question and the responses are rather wordy. Below is a suggested modification.

> "Indicate your institution's admissions policy for special exhibitions."
>
> 1. ☐ No charge
> 2. ☐ Fixed fee
> 3. ☐ Suggested donation
> 4. ☐ Regularly scheduled free admission days
> 5. ☐ Other arrangements (specify) _____

Question V.F. The question wording and format are very confusing. The following is a suggested modification:

> "Please indicate the total attendance at your institution for the last fiscal year. _____ (Total attendance)

This total represents (check the following as applicable):

1. ☐ An estimate
2. ☐ An accurate count compiled by:
   a. ☐ Checker/headcount
   b. ☐ Turnstile
   c. ☐ Cash register count
   d. ☐ Other method (specify) _____"

Question V.F.3. This question should be numbered as V.G. The wording and format of the question is confusing. Since attendance figures are what the IMS program staff want, it would be preferable to ask for figures rather than for percentages. The question would be worded as follows:

"Please estimate the total attendance for the preceding four fiscal years.

1978 _____
1977 _____
1976 _____
1975 _____ "

Comments on Section VI

Question VI.A. Every respondent mentioned problems with Questions VI.A and VI.B. Some questioned the need for this information (e.g., (1) "What is the justification for these questions? They could be gathered in a separate study"; (2) "This will be extremely difficult for most museums. Probably only 400 have personnel in such specialized fields"; and (3) "Large museums with hundreds of employees will have a formidable job doing these questions. They will really scream when they see this.") Others complained that the categories under area of responsibility were either too specific or

not specific enough. The following is a suggested wording along with two suggested category schemes. Further interviewing should indicate which is preferable.

> "Please report employees by areas of responsibility. Count each employee only once. Indicate the area of responsibility where the employee spends at least 50% of his/her time. [1. One-person operations should be reported as general administration. 2. An employee who has several responsibilities but does not spend more than 50% of his/her time in one area should be reported as generalist.]"

Categories appearing in Museums USA	Categories suggested by some respondents
Administration	General administration
Curatorial, Display, and Exhibit	Generalist
Education	Curatorial
Operations and Support	Registration
Total	Research
	Exhibit Design
	Conservation
	Education
	Development
	Membership
	Public Information
	Library
	Sales
	Security
	Building and Maintenance
	Other (specify)
	Total

Relating this question to the issues discussed earlier, we believe that it would be highly useful to add a subquestion on changes in personnel in various categories over the last year. This would help respond to questions about the purpose of this section.

Question VI.B. See the comments on Question VI.A concerning the categories. The major problem with this question, other than some reluctance to divulge salary information, concerns the inclusion of part-time employees. Since the question instructs the respondent to

provide the full-time equivalent salary for a part-time employee, the resulting data will provide a mixture of salary levels. It would be preferable to report the salary ranges for full-time employees only. (Asking for the salary ranges of both full-time and part-time employees would increase the length of the questionnaire unnecessarily.) The question would read as follows:

> "Report the number of full-time employees in the following annual salary ranges by area of responsibility."

Also, be sure to include the term "annual salary range" and the "$" symbol in the header, and to delete the extra "of" in the header for "area of responsibility."

Question VI.C. Again, respondents raised objections to the question. One person stated that "for hiring, you may not ask the race of the employee." If this question must be asked, place it near the end of the survey form. Also of concern was the question as to how one defines "professional." "This is an open invitation to fudge professional." One suggestion would be to limit the responses to certain categories under area of responsibility. Also, the law requiring this information should be referenced.

Comments on Section VII

The section title "VII Finances and Budget" should be centered to be consistent with the rest of the form.

Question VII.A. Although this information is of great interest to federal agency personnel, many museum directors may balk at having to provide such detailed breakdowns. Since almost everyone had some comment or question, the respondents' remarks are listed below with suggestions for improvement appearing in parentheses.

1. "Some federal government monies are awarded in contracts rather than grants. Do you want these

included?" (Instructions should specify whether contracts should be included or excluded.)

2. "In some cases the activities (e.g., museum shop) are operated by a separate, cooperating organization. Should these monies be included?" (Instructions should indicate that the term "net" refers to the total income that returns to the museum whether the activity is operated by the museum or by some separate entity.)

3. "Membership dues often go to a separate membership group and are never seen by the museum." (The line item "Membership dues" should be followed by the term "net" and will be subject to the set of instructions mentioned above.)

4. "University should be included as another category." (This category should be added.)

5. "The term 'Individual' should read 'Individual contributions.'" (The category should be modified.)

6. "Where do I put plant sale or rental of facilities?" "Where do I put the sale of publications or consulting services?" (Although these items can be incorporated into the existing categories, it would probably be best to include one other category labeled "Other, specify." The responses in the "other" category could then be reviewed to determine whether they belong in a previous category or whether they create an additional category."

7. "Why don't you ask for the same kinds of categories as those required on other federal forms--Form 990 or the grant application?" (This comment indicates that there should be some justification for using the specified breakdown. One possible justification is that the results will provide a baseline for the development of an economic data base on museums by the National Endowment for the Acts.)

Question VII.B. The question statement should be followed by a "?." The definition that follows the question is confusing and unnecessary; it should be deleted. The statement in the second part of the question should be worded as follows:

> "Check the range indicating the total assets in the endowment fund.
>
> ☐ Under $50,000
>
> ☐ $50,000 - $249,999
>
> ☐ $250,000 - $499,999
>
> ☐ $500,000 - $999,999
>
> ☐ $1,000,000 - $9,999,999
>
> ☐ $10,000,000 or more. Please round to the nearest million $_____."

Question VII.C. One respondent suggested that the division into capital and operating expenses "may be tricky" and that it would be better just to ask for total expenses. If the division is deemed necessary, then capital expenditures should be defined as follows:

> "excludes operating expenses, but includes funds allocated for major equipment, capital improvements, and major acquisitions, for your permanent collections."

Question VII.D. See the comments in Question VII.C.

Question VII.D.1. This question can be more clearly placed as a probe to the previous question. Thus, it would be best to indent from the margin for Question VII.D.

Question VII.E and Question VII.F. Several respondents indicated problems with these questions, stating that they did not have sufficient information to provide an answer. These questions should be considered for deletion, except insofar as they can be used as indicators of local support for the museum.

Question VII.B. This question should be numbered as VII.G. All respondents said that this would be difficult to answer. Most museums do not keep their accounts in functional categories such as these. It could be argued that an indication of budget priorities for these categories could be obtained from the distribution of the staff as provided in Question VI.A, so this item could be deleted.

Comments on Section VIII

Question VIII.1. To be consistent, the question should be numbered as VIII.A. The question can be shortened as follows:

"Does your institution have a fire alarm system?

☐ Yes

☐ No

If, yes, is it connected to local authorities?

☐ Yes

☐ No

Does your institution have a burglar alarm system?

☐ Yes

☐ No

If yes, is it connected to local authorities?

☐ Yes

☐ No "

Question VIII.2. To be consistent, the question should be numbered as VIII.B. The first part of the question did not pose any problems. The second part created some difficulties. Two respondents stated that they would not record the number of guards. Others thought that the question on attire was a "ridiculous minutia." The question on number of guards should be considered for deletion, since number of security personnel was already gathered in Question VI-A. (Of course, that question omits contracted security personnel.) If the question is deemed necessary for inclusion, including the section on attire, it is recommended that the attire categories be limited to plainclothes (no visible identification) and uniform (some identification).

In general there is doubt whether the information requested in this section should be recorded on a file that can be made available to the public, because that information could make security more difficult if it fell into the wrong hands.

Comments on Section IX

Question IX.A. A few respondents questioned the need for this information. Others suggested that additional categories be included: aquarium, photolab, planetarium, satellite museum, mobile exhibition van.

Question IX.B. Some respondents asked what the "net" referred to, and one person questioned the need for the information on percent used. Several respondents questioned the distinction between permanent and temporary. The following is a suggested modification of the question.

"Indicate in square feet the size of the following indoor areas and the percent of this space used. For outdoor exhibition (in zoos, parks, etc.), report the number of acres.

	Square Feet	Acres	Percent of Space Used
Exhibition			
Storage			

"

Question IX.C. The only problem with this question concerned facilities operated by a cooperating society. The resulting categories would be the following: (1) operated in-house, (2) operated by affiliate, and (3) contracted out. The question is wordy and could be shortened to:

"Place a check in the applicable columns."

Question IX.D. The major complaint was that this question was too superficial and that there are many other accommodations. Two suggestions for additional questions were the following:

1. Have you had an independent audit of your facilities by handicapped persons?

   ☐ Yes

   ☐ No

2. Indicate the percentage of your institution that is accessible to the mobility-impaired.

   _____%

Question IX.E. The only comments on this question were to suggest additional information sources such as archives, microfiche, and computers.

Suggestions for Additional Questions

Although the survey instrument is already too long, many of the respondents suggested additional questions. In most cases, these were made assuming that some other questions would be deleted. The suggested additions are listed below in order of frequency mentioned. To the right appears a suggestion as to the appropriate section to which the question could be added. Also, the number of respondents suggesting the addition is included.

Question	Category	Number of mentions
Please indicate the level of education of your staff members. (This question could be broken out for area of responsibility.)	VI Personnel	5
Please indicate the kinds of training programs that you offer for staff.	VI Personnel	3
Does your institution have temperature controls for some or all of your exhibits?	III Conservation	2
Does your institution have humidity controls for some or all of your exhibits?	III Conservation	2
Please indicate the kinds of people who are the audience for your exhibitions.	IV Education and Public Programs	2
Does your institution produce any catalogs or publications?	IV Education and Public Programs	2
Does your institution assess the effectiveness of your exhibitions?	IV Education and Public Programs	2
Please indicate the age, sex, and educational level of the director of your institution.	IV Personnel	2
Please indicate the age and the professions of the members of the board. [Note: Such a question should not appear near the beginning of the survey form.]	I Purpose and Governing Authority	1

Does your institution use circulating exhibitions?	IV Education and Public Programs	1
Does your institution loan exhibits to other museums?	IV Education and Public Programs	1
Please estimate the length of an average visit to your institution.	V Accessibility and Attendance	1
Please indicate the priority of need for financial support for the following activities.	VII Finance and Budget	1
Indicate the amount spent during the last fiscal year for major acquisitions. (This could be added as a probe to Question VII.C.)	VII Finance and Budget	1

Suggestions for Conducting Additional Interviews

The response of the museum directors and federal officials to assisting in the development of this survey was overwhelmingly positive. Many useful comments and suggestions resulted, helping to provide the basis for the present report. Because some unresolved problems may still remain, it is recommended that additional interviews be undertaken. The following sections provide recommendations for procedures to follow in conducting these additional interviews.

Selecting the Sample

It is critical that a wide variety of institutions be contacted. First, these institutions should be located in different geographical areas. (Staff members in the DHEW Regional Offices could conduct these interviews.) Second, the types of institutions should be selected to vary as much as possible. Critical characteristics include (1) the type of exhibits in the institution, (2) the size of the institution, and (3) the governing authority.

Setting the Interview Appointment

When contacting a museum director, it is important to follow certain procedures, partly as a matter of courtesy. The interviewer should identify himself/herself and his/her affiliation. Immediately, the interviewer should briefly describe the future survey of museum directors planned by IMS and NCES. It would be well to mention that the survey will assist IMS and some of the other federal agencies (i.e., National Endowment for the Arts, National Endowment for the Humanities, National Science Foundation) in planning and developing their museum support programs. If appropriate, it could be mentioned that the survey will update information gathered in Museums USA. Then, the interviewer should ask if he/she could meet with the director to discuss the survey further and to obtain his/her reactions to the draft survey form.

If the director indicates that he/she will not be available during the specified time period, the interviewer should ask whether some other staff member could be interviewed. If this also proves impossible, the interviewer should thank the person before ending the conversation.

When setting up the appointment, the interviewer should be sure to settle upon a specific day and a specific time. The interviewer should inform the interviewee of the approximate length of the interview (about one hour). Even if the interviewer is very familiar with the institution, it is wise to ask for directions. (In some cases, the interviewee's office is located in a building separate from the rest of the institution.) The date and time for the appointment should be repeated prior to ending the telephone call so that both persons are certain of the arrangements.

If the interview is scheduled far enough in advance, the interviewer should ask whether the museum director would like to see a copy of the questionnaire. If so, the director should be asked for his/her correct mailing address. The questionnaire should be mailed immediately with a cover letter reminding the person of the appointment date and time.

Preparing for the Interview

Before proceeding to the appointment, the interviewer should be sure that he/she has certain materials. These include two or more copies of the draft survey form, paper, and if possible, a tape recorder.

Conducting the Interview

After introducing himself/herself, the interviewer should again explain the purpose of the future survey and the purpose of the visit. Then the actual interview will begin, with notes being taken by hand or by tape-recorder.

The interview is divided into two major parts. During the first part, the interviewer should question the person about the following: (1) the interviewee's position in the museum and (2) his/her decision-making role. The second part of the interview will concentrate on a critique of the survey form. The person should be given time to read a question, and then the interviewer should ask about the following: (1) whether he/she has any problems understanding the question, (2) whether the question can be answered, (3) what suggestions he/she has for improving the question, and (4) whether he/she has any objections to the question and if so, what objections. After discussing each question in the survey form, the interviewer should determine (1) whether the person has any further suggestions for items that can be deleted and (2) whether he/she has any suggestions for items that can be added.

At the end of the interview, the interviewer should thank the person for his/her time. A copy of the questionnaire should be left, and the interviewer should indicate that any other comments on the form would be greatly appreciated. (The interviewer should provide the person with his/her address and telephone number.)

Completing the Interview

Upon return to the office, the interviewer should immediately send a letter of thanks to the person. As soon as possible, the interview notes should be prepared in final form. The interviewer should strive to record and report the interview in the words of the interviewee, using actual quotes rather than paraphrasing the responses.

References

National Endowment for the Arts. Museums USA. Washignton, D.C.: U.S. Government Printing Office, 1974.

Swinney, H. J. (Ed.). Professional standards for museum accreditation: The handbook of the Accreditation Program of the American Association of Museums. Washington, D.C.: American Association of Museums, 1978

APPENDIX A

Dear Colleague:

The Institute of Museum Services (IMS) and the National Center for Education Statistics (NCES) are cooperating on a joint in-depth survey questionnaire on behalf of the entire museum field.

As you probably know, IMS has the broadest definition of any of the Federal agencies which offer support to museums. Museums of art, history, science, natural history, zoos, botanical gardens, arboretums, as well as specialized museums are all eligible under IMS guidelines. One of the major ways an agency can become responsive to the various needs of its audience is to have the field itself express those needs.

IMS is in need of a good deal of information to assist it in developing programs of support to museums in the years to come. Therefore, the information requested in the survey encompasses a number of areas including finance, programs, personnel, conservation, as well as other important museum activities.

While not as lengthy as the AAM's Museum's USA Survey of 1974, your response to this survey will require a generous commitment of your valuable professional time. To the extent possible we have limited the survey to those questions which will provide the most valuable and needed information.

Individuals from museums of all types, museum associations and Federal and state museum funding agencies assisted in the development of the survey. We believe the results of the survey will be of benefit to other Federal museum funding agencies as well as all museums. We ask your support in helping us conduct the most comprehensive survey of American museums since Museum's USA.

Sincerely,

Lee Kimche
Director
Institute of Museum Services

[illegible] Aldridge
[illegible] Administrator
National Center for
Education Statistics

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
EDUCATION DIVISION
NATIONAL CENTER FOR EDUCATION STATISTICS

MUSEUM PROGRAM SURVEY 1979

DUE DATE:

NAME AND MAILING ADDRESS OF MUSEUM COVERED BY THIS REPORT
(Include City, State, and ZIP Code)

NAME OF PERSON COMPLETING THIS FORM

TITLE

MUSEUM TELEPHONE NUMBER

AREA CODE NUMBER EXTENSION

PURPOSE OF THIS SURVEY. This survey will provide current information about collections, exhibits, staff, physical facilities and educational programs offered by museums and related institutions. This will be complete museum data for use in the development of programs by the Institute of Museum Services as well as providing data for the profession, state and local governments

GENERAL INSTRUCTIONS

A MUSEUM – for the purpose of this survey is an institution organized on a permanent basis for essentially educational or aesthetic purposes, which, utilizing a staff, owns or uses tangible objects, whether animate or inanimate, cares for these objects and exhibits them to the public on a regular basis.

IDENTIFICATION NUMBER. The identification number appears in the mailing label, if the questionnaire becomes separated, enter the identification number at the top of each page.

NEED FOR ESTIMATES. Do not leave any items blank. Enter "0" if the appropriate entry for an item is zero or "none." Enter "N" if an item does not apply to your MUSEUM. If an exact figure is not available for a particular item, but it is known that the amount is greater than zero, ENTER AN ESTIMATE OF THE AMOUNT.

REPORTING YEAR IS THE FISCAL YEAR ENDING PRIOR TO JANUARY 1, 1980

This report is authorized by law *(20 U.S.C. 1221e-1)*. While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. Data collected will be weighted and aggregated to national estimates for publication purposes.

I. PURPOSE AND GOVERNING AUTHORITY

A. PLEASE RANK IN ORDER OF PRIORITY THE FOLLOWING ACTIVITIES OF YOUR MUSEUM/INSTITUTION *(number one has the highest, and five the lowest)*

ACTIVITY	WHEN CHARTERED	CURRENTLY
1. EDUCATION		
2. EXHIBITION		
3. CONSERVATION/PRESERVATION		
4. RESEARCH		
5. OTHER *(Specify)*		

B. GOVERNING AUTHORITY IS THE AGENCY WHICH OWNS THE COLLECTIONS AND ASSETS OF YOUR INSTITUTION, BUT NOT NECESSARILY ITS FACILITIES. CHECK THE ONE MOST APPLICABLE.

1. ☐ MUNICIPAL GOVERNMENT	8. ☐ PRIVATE COLLEGE/UNIVERSITY
2. ☐ COUNTY GOVERNMENT	9. ☐ NON-PROFIT *(private)* ORGANIZATION
3. ☐ STATE GOVERNMENT	10. ☐ CHURCH, DENOMINATIONAL GROUP
4. ☐ FEDERAL GOVERNMENT	11. ☐ INDUSTRIAL OR COMMERCIAL CORPORATION
5. ☐ PUBLIC SCHOOL DISTRICT	12. ☐ PRIVATE INDIVIDUAL
6. ☐ PRIVATE ELEMENTARY/SECONDARY SCHOOL	13. ☐ OTHER *(Specify)*
7. ☐ PUBLIC COLLEGE/UNIVERSITY	

C. ARE THE INSTITUTION'S FACILITIES OWNED OR OPERATED BY AN ENTITY OTHER THAN THE GOVERNING AUTHORITY

☐ YES ☐ NO

IF YES, CHECK THE FOLLOWING WHICH APPLIES: ☐ OWNED ☐ OPERATED ☐ OWNED/OPERA

D. DOES THE INSTITUTION HAVE A BOARD OF TRUSTEES OR OTHER ADVISORY BOARD WITH DIRECT RESPONSIBILITY F THE INSTITUTION'S POLICY

☐ YES ☐ NO

IF YES, PLEASE INDICATE THE NUMBER OF TRUSTEES IN EACH CATEGORY

CATEGORY	MALE	FEMALE
AMERICAN INDIAN OR ALASKAN NATIVE		
ASIAN OR PACIFIC ISLANDER		
BLACK NOT HISPANIC		
WHITE NOT HISPANIC		
HISPANIC		
OTHER *(Specify)*		

II. COLLECTIONS AND EXHIBITIONS

1. DO YOU HAVE A COMPLETE, UP-TO-DATE INVENTORY OF ALL YOUR COLLECTIONS? ☐ YES ☐ NO

2. CHECK THE TYPE OF OBJECT(S) THAT CONSTITUTE A SIGNIFICANT PART OF THE INSTITUTIONS COLLECTIONS and/or EXHIBITS

ART

(1) ☐ FINE ART

(2) ☐ ARTS AND CRAFTS

(3) ☐ CHINA, GLASS AND SILVER

(4) ☐ CIVIL AND CULTURAL ARTS

(5) ☐ DECORATIVE ARTS

(6) ☐ FOLK ART

(7) ☐ TEXTILES

(8) ☐ OTHER ART

HISTORY

(1) ☐ HISTORIC HOUSES AND HISTORIC BUILDINGS

(2) ☐ HISTORIC SITES

(3) ☐ HISTORY

(4) ☐ MARITIME NAVAL AND HISTORIC SHIPS

(5) ☐ MILITARY

(6) ☐ OTHER HISTORY

SCIENCE

(1) ☐ AERONAUTICS AND SPACE

(2) ☐ AGRICULTURAL

(3) ☐ ANTHROPOLOGICAL ETHNOLOGICAL AND INDIAN

(4) ☐ AQUATIC

(5) ☐ ARBOREOUS

(6) ☐ ARCHAEOLOGICAL

(7) ☐ AVIAN AND ORNITHOLOGICAL *(Live)*

(8) ☐ AVIAN AND ORNITHOLOGICAL *(Preserved, Mounted)*

(9) ☐ BOTANICAL AND HORTICULTURAL

(10) ☐ ENTOMOLOGICAL AND INSECT COLLECTION

(11) ☐ GEOLOGICAL, MINERAL AND PALEONTOLOGICAL

(12) ☐ HERBACEOUS

SCIENCE *(Continued)*

(13) ☐ HERPETOLOGICAL

(14) ☐ INDUSTRIAL

(15) ☐ MEDICAL, DENTAL, HEALTH, PHARMACHOLOGICAL

(16) ☐ NATURAL HISTORY AND NATURAL SCIENCE

(17) ☐ SCIENCE GENERAL

(18) ☐ SCIENCE PHYSICAL

(19) ☐ SCIENCE TECHNICAL

(20) ☐ WILDLIFE

(21) ☐ OTHER SCIENCE

SPECIALIZED

(1) ☐ ANTIQUES

(2) ☐ ARCHITECTUAL

(3) ☐ AUDIO-VISUAL AND FILM

(4) ☐ CIRCUS

(5) ☐ COMMUNICATIONS

(6) ☐ COSTUME

(7) ☐ CRIME

(8) ☐ FORESTRY

(9) ☐ FURNITURE

(10) ☐ GUN

(11) ☐ HOBBY

(12) ☐ HOROLOGICAL

(13) ☐ MONEY AND NUMISMATIC

(14) ☐ MUSICAL INSTRUMENTS

(15) ☐ OUTDOOR

(16) ☐ PHILATELICAL

(17) ☐ RELIGIOUS

(18) ☐ THEATRICAL

(19) ☐ TOY AND DOLL

(20) ☐ TRANSPORTAION

(21) ☐ OTHER *(Specify)*

III. CONSERVATION

1. DOES YOUR INSTITUTION HAVE ITS OWN FACILITIES FOR THE PRESERVATION OR CONSERVATION OF OBJECTS *(animate or inanimate)*, INSTRUMENTS, ENDANGERED SPECIES, ETC?

☐ YES ☐ NO

IF YES, ANSWER THE FOLLOWING QUESTIONS:

a. DO YOU HAVE CONSERVATION TRAINING PROGRAMS?

☐ YES ☐ NO

IF YES, CHECK THE FOLLOWING WHICH APPLY:

☐ IN CONJUNCTION WITH ANY UNIVERSITIES

☐ IN CONJUNCTION WITH OTHER MUSEUMS

☐ IN CONJUNCTION WITH OTHER ORGANIZATIONS

b. DO YOU DO CONSERVATION WORK ON OBJECTS OR SPECIMEN OTHER THAN THOSE BELONGING TO YOUR OWN INSTITUTION?

☐ YES ☐ NO

c. CHECK THOSE AREAS OF CONSERVATION/PRESERVATION UNDERTAKEN BY YOUR INSTITUTION:

☐ PAINTINGS

☐ WORKS ON PAPER

☐ SCULPTURE

☐ BOOKS

☐ PHOTOGRAPHS

☐ FURNITURE

☐ TEXTILES

☐ INSTRUMENTS

☐ ETHNOGRAPHICAL

☐ PALEONTOLOGICAL

☐ MOUNTED ZOOLOGICAL

☐ MOUNTED BOTANICAL

☐ CONSERVATION OF ENDANGERED SPECIES *(plants or animals)*

☐ GENETIC BACK-BREEDING TO REPRODUCE AN EXTINCT SPECIES *(plants or animals)*

☐ FILMS, MICROFICHE, ETC.

☐ OTHER *(Specify)*

2. CHECK THE APPROXIMATE PERCENTAGE OF COLLECTIONS WHICH ARE IN SERIOUS NEED OF CONSERVATION/PRESERVATIC

☐ NONE ☐ LESS THAN 5% ☐ 5 TO 14% ☐ 15 to 24% ☐ 25 TO 49% ☐ 50% OR MO

IV. EDUCATION AND PUBLIC PROGRAMS

1. ESTIMATE THE NUMBER OF PARTICIPANTS IN EACH OF THE EDUCATIONAL ACTIVITIES OR PROGRAM EVENTS LISTED BELOW *(for the fiscal year as reported)*

	TYPE OF PARTICIPANT					
ACTIVITY/ PROGRAM	GENERAL PUBLIC	ELEMENTARY SCHOOL STUDENTS	SECONDARY SCHOOL STUDENTS	COLLEGE OR UNIVERSITY STUDENTS	MEMBERS	OTHER
TOURS, DEMONSTRATIONS						
SPECIAL LECTURES						
CLASSES, WORKSHOPS, SEMINAR						
PERFORMING ART PROGRAM						
FILMS AND OTHER MEDIA PROGRAMS						
OUTREACH PROGRAMS						

2. CHECK THE TYPES OF AUDIENCES LISTED BELOW FOR WHICH YOUR INSTITUTION OFFERED A SPECIFIC PROGRAM DURING THE FISCAL YEAR AS REPORTED

- ☐ AMERICAN INDIAN OR ALASKAN NATIVE
- ☐ ASIAN OR PACIFIC ISLANDER
- ☐ BLACK NOT HISPANIC
- ☐ HISPANIC
- ☐ HANDICAPPED
- ☐ PRE-SCHOOL CHILDREN
- ☐ GIFTED AND TALENTED
- ☐ ADULTS *(member and non-member)*
- ☐ MEMBERS ONLY
- ☐ SENIOR CITIZENS
- ☐ OTHER SPECIAL AUDIENCES *(specify)* _____

3. DOES YOU INSTITUTION OFFER TEACHER TRAINING PERIODICALLY OR ON A REGULAR BASIS ON HOW TO USE MUSEUM RESOURCES? ☐ YES ☐ NO

4. DOES YOUR INSTITUTION OFFER ACADEMIC CREDIT FOR ANY OF ITS PROGRAMS IN COOPERATION WITH A SCHOOL, COLLEGE, OR UNIVERSITY? ☐ YES ☐ NO

5. DOES YOUR INSTITUTION MAKE ANY OF ITS EXHIBITS/COLLECTIONS AVAILABLE FOR LOAN TO TEACHERS FOR CLASSROOM INSTRUCTION ☐ YES ☐ NO

V. ACCESSIBILITY AND ATTENDANCE

A. IS YOUR INSTITUTION WITHIN 1/4 MILE OF REGULARLY SCHEDULED PUBLIC TRANSPORTATION? ☐ YES ☐ NO

B. DOES YOUR INSTITUTION HAVE A MEMBERSHIP PROGRAM? ☐ YES ☐ NO

1. IF YES, INDICATE THE NUMBER OF MEMBERS *(Count each organizational membership and each family membership as one)*

2. IF YES, INDICATE THE ANNUAL FEE APPLICABLE TO EACH TYPE OF MEMBERSHIP

INDIVIDUAL $ _____ SENIOR CITIZEN $ _____

FAMILY $ _____ PATRON $ _____

STUDENT $ _____ BUSINESS/ CORPORATE $ _____

DONOR $ _____ OTHER(S) *(Specify)* $ _____

C. DOES THE INSTITUTION HAVE A GENERAL ADMISSION FEE? ☐ YES ☐ NO

IF YES, IS IT ☐ FIXED OR ☐ SUGGESTED? *(Also if yes answer item D)*

D. ENTER THE ADMISSION FEE YOUR INSTITUTION HAS SET FOR THE FOLLOWING CATEGORIES

	MEMBERS	NON-MEMBERS		MEMBERS	NON-MEMBERS
ADULTS			SENIOR CITIZENS		
CHILDREN			GROUP RATE		
STUDENTS			OTHER *(specify)*		

E. CHECK THE FOLLOWING WHICH APPLY TO YOUR INSTITUTION FOR VIEWING SPECIAL EXHIBITS

(1) ☐ NO CHARGE

(2) ☐ FIXED ADMISSION FEE

(3) ☐ SUGGESTED DONATION FROM VISITORS

(4) ☐ REGULARLY SCHEDULED DAYS WHEN NO ADMISSION FEE IS CHARGED

(5) ☐ OTHER ARRANGEMENTS *(Specify)* _____

F. TOTAL ATTENDANCE AT YOUR INSTITUTION FOR THE REPORTED FISCAL YEAR THIS TOTAL REPRESENTS *(Check as applicable)*

TOTAL

1. ☐ AN ESTIMATE

2. ☐ AN ACCURATE COUNT COMPILED BY:

☐ CHECKER/HEADCOUNT ☐ CASH REGISTER COUNT

☐ TURNSTILE ☐ OTHER METHOD *(Specify)* _____

3. INDICATE IN PERCENT THE CHANGE IN ATTENDANCE OVER THE PREVIOUS YEAR SINCE 1975

	PERCENT INCREASE	PERCENT DECREASE		PERCENT INCREASE	PERCENT DECREASE
1975			1977		
1976			1978		

VI. PERSONNEL

A. COUNT EACH EMPLOYEE ONLY ONCE. REPORT THAT PERSON IN THE AREA OF RESPONSIBILITY WHERE HE/SHE SPENDS AT LEAST 50% OF THEIR TIME. REPORT AS GENERAL ADMINISTRATION ONE PERSON OPERATIONS. REPORT AS GENERALISTS THOSE EMPLOYEES. WHO HAVE COMBINED RESPONSIBILITIES BUT DO NOT SPEND AT LEAST 50% OF THEIR TIME IN ONE AREA

AREA OF RESPONSIBILITY *(See Definitions)*	REGULAR STAFF		TEMPORARY *		UNPAID VOLUNTEER		CETA	
	FULL TIME	PART TIME	FULL TIME	PART TIME	FULL TIME	PART TIME	FULL TIME	PART TIME
1. CURATORIAL *(Includes research and registration)*								
2. EXHIBITS								
3. CONSERVATION *(Animate and inanimate)*								
4. EDUCATION								
5. DEVELOPMENT								
6. MEMBERSHIP								
7. PUBLIC INFORMATION								
8. LIBRARY								
9. GENERALIST								
10. GENERAL ADMINISTRATION								
11. SECURITY								
12. BUILDING AND MAINTENANCE								
13. OTHER *(Specify)*								

*Includes college work/study, interns, seasonal workers and other short term personnel.

VI. PERSONNEL *(Continued)*

B. REPORT THE NUMBER OF EMPLOYEES IN THE SALARY RANGES ACCORDING TO THE AREAS OF RESPONSIBILITY AS REPORTED FOR PERSONNEL ON PRECEDING PAGE. FOR PART-TIME EMPLOYEES CONVERT TO ANNUAL FULL-TIME SALARY EQUIVALENT

AREA OF RESPONSIBILITY	SALARY RANGES											
	UNDER 4,999		5,000 9,999		10,000 14,999		15,000 19,999		20,000 29,999		OVER 30,000	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1. CURATORIAL *(Includes research and registration)*												
2. EXHIBITS												
3. CONSERVATION *(Animate and inanimate)*												
4. EDUCATION												
5. DEVELOPMENT												
6. MEMBERSHIP												
7. PUBLIC INFORMATION												
8. LIBRARY												
9. GENERALIST												
10. GENERAL ADMINISTRATION												
11. SECURITY												
12. BUILDING AND MAINTENANCE												
13. OTHER *(Specify)*												

C. REPORT THE NUMBER OF PROFESSIONAL EMPLOYEES BY ETHNIC BACKGROUND AND SEX

	MALE	FEMALE
AMERICAN INDIAN OR ALASKAN NATIVE		
ASIAN OR PACIFIC ISLANDER		
BLACK NOT HISPANIC		
WHITE NOT HISPANIC		
HISPANIC		
OTHER *(Specify)*		

VII. FINANCE AND BUDGET *(For last completed fiscal year ending prior to January 1, 1980)*

A. TOTAL OPERATING INCOME FROM EACH OF THE SOURCES LISTED BELOW

1. FEDERAL GOVERNMENT GRANT AMOUNT YOUR INSTITUTION RECEIVED IN THE LAST COMPLETED FISCAL YEAR *(total of a thru g)* →		$
a. SMITHSONIAN — NATIONAL MUSEUM ACT (NMA)	$	
b. INSTITUTE OF MUSEUM SERVICES (IMS)		
c. NATIONAL SCIENCE FOUNDATION (NSF)		
d. NATIONAL ENDOWMENT FOR THE ARTS (NEA)		
e. NATIONAL ENDOWMENT FOR HUMANITIES (NEH)		
f. OFFICE OF EDUCATION (OE)		
g. OTHER FEDERAL *(Specify)*	$	
2. STATE GOVERNMENT		$
3. LOCAL GOVERNMENT *(Municipal and County)*		
4. FOUNDATIONS		
5. CORPORATIONS		
6. INDIVIDUAL		
7. EARNED INCOME *(total of a thru h)* →		$
a. ADMISSION FEES *(less taxes)*	$	
b. TUITION FEES *(classes and seminars)*		
c. MEMBERSHIP DUES		
d. INVESTMENT INCOME		
e. ENDOWMENT INCOME		
f. FOOD SERVICE *(net)*		
g. MUSEUM SHOP *(net)*		
h. AUXILIARY SERVICES *(net)*	$	
8. TOTAL CASH OPERATING INCOME *(exclude volunteer and (in-kind) goods and services)*		$

8. DOES YOUR INSTITUTION HAVE ENDOWMENT FUNDS ☐ YES ☐ NO THE FUND GROUP THAT CONTAINS ALL THE ASSETS WHICH HAVE BEEN ENDOWED UPON THE MUSEUM WITH THE RESTRICTION THAT SUCH ASSETS REMAIN INTACT FOR A STATED PERIOD OF TIME OR UNTIL THE HAPPENING OF A PARTICULAR EVENT

CHECK THE RANGE BELOW WHICH INDICATES THE TOTAL AMOUNT OF ALL THE ASSETS IN THE ENDOWMENT FUND

☐ UNDER $50,000

☐ $50,001 – $249,999

☐ $250,000 – $499,999

☐ $500,000 – $999,999

☐ $1,000,000 – $9,999,999

☐ $10,000,000 OR MORE, PLEASE ROUND TO THE NEAREST MILLION: $

VII. FINANCE AND BUDGET *(continued)* EXPENDITURES *(for last completed fiscal year ending ...)*

C. TOTAL CAPITAL EXPENDITURES FOR PAST FISCAL YEAR *(excludes operating expenses)*	$
D. TOTAL OPERATING EXPENSES FOR PAST FISCAL YEAR *(excludes in-kind goods and services, overhead and maintenance provided by another or parent organization, as well as CETA and other paid personnel which may not be part of the institution's direct expenditures but are integral to its operating, funds allocated for major equipment, capital improvements, major acquisitions for your permanent collections).*	
1. PAYROLL AND RELATED EXPENSES INCLUDED IN D	
E. DOLLAR VALUE OF CONTRIBUTED VOLUNTEER SERVICES	
F. DOLLAR VALUE OF CONTRIBUTED GOODS AND OTHER SERVICES *(exclude capital assets)*	$

8. HOW WERE TOTAL OPERATING EXPENDITURES *(Line D)* DISTRIBUTED AMONG THE VARIOUS AREA OF YOUR INSTITUTION? PLEASE ESTIMATE THE PERCENTAGE FOR EACH APPLICABLE AREA. THE TOTAL SHOULD BE 100%

1. CURATORIAL *(research and registration)*		%
2. EXHIBITS		
3. CONSERVATION *(animate and inanimate)*		
4. EDUCATION		
5. DEVELOPMENT		
6. MEMBERSHIP		
7. PUBLIC INFORMATION		
8. PAID ADVERTISING		
9. SECURITY		
10. GENERAL ADMINISTRATION		
11. BUILDING AND MAINTENANCE		
12. OTHER		%
TOTAL	100	%

VIII. SECURITY

1. DOES YOUR INSTITUTION HAVE ALARM SYSTEMS? ☐ YES ☐ NO

IF YES, CHECK THE FOLLOWING WHICH APPLY

a. A FIRE ALARM SYSTEM ☐ YES ☐ NO

IF YES IS THE ALARM CONNECTED TO LOCAL AUTHORITIES ☐ YES ☐ NO

b. A BURGLAR ALARM SYSTEM ☐ YES ☐ NO

IF YES, IS THE ALARM CONNECTED TO LOCAL AUTHORITIES ☐ YES ☐ NO

2. DO YOU EMPLOY SECURITY GUARDS? *(or contract for)* ☐ YES ☐ NO

IF YES, INDICATE THE NUMBER IN THE FOLLOWING CATEGORIES:

ATTIRE	NUMBER EMPLOYED	
	DIRECTLY	THRU CONTRACT
PLAIN CLOTHES *(no identification)*		
BLAZER, ARM PATCH *(some identification)*		
COMPLETE UNIFORM		

IX. FACILITIES

A. INDICATE WHICH, IF ANY, OF THE FOLLOWING FACILITIES ARE MAINTAINED BY YOUR INSTITUTION
☐ AUDITORIUM/THEATER ☐ CLASSROOM ☐ STUDIO

B. INDICATE IN NET SQUARE FEET THE SIZE OF THE FOLLOWING INDOOR AREAS AND THE PERCENT OF THIS AREA USED. OUTDOOR EXHIBITS REPORT THE NUMBER OF ACRES *(Zoos, parks, etc.)*

AREA	ACRES	NET SQUARE FEET	PERCENT OF SPACE UTILIZED
1. PERMANENT EXHIBITION			
2. TEMPORARY EXHIBITION			
3. STORAGE			

C. PLACE A CHECK (√) IN THE APPLICABLE COLUMNS OF THE FOLLOWING FACILITIES OPERATED BY YOUR INSTITUTION

	IN-HOUSE OPERATION	CONTRACTED OUT	INCOME PRODUCING	
			YES	NO
1. PUBLIC PARKING				
2. PUBLIC RESTAURANT/CAFETERIA				
3. BOOK/SALES SHOP				
4. CONFERENCE/MEETING FACILITIES				
5. OTHER *(Specify)*				

D. DOES YOUR INSTITUTION HAVE ACCOMODATIONS FOR THE PHYSICALLY HANDICAPPED? ☐ YES ☐ NO
(If yes check the applicable types)

☐ WHEEL CHAIR RAMPS ☐ OTHER *(Specify)*

E. DOES YOUR INSTITUTION HAVE A LIBRARY? ☐ YES ☐ NO *(If yes answer the following questions)*

	YES	NO		YES	NO
1. OPEN TO THE PUBLIC?			4. MATERIALS IN AUDIO-VISUAL FORM *(Slides, tapes, etc.)*		
2. FOR RESEARCH ONLY?			5. NUMBER OF TITLES OF BOOKS.	NUMBER	
3. LENDING ONLY?			6. NUMBER OF TITLES OF PERIODICAL SUBSCRIPTION		

DEFINITIONS
(for this survey)

1. CURATORIAL responsiblities are those activities performed by a CURATOR REGISTRAR and a COLLECTIONS MANAGER as defined:

CURATOR

The curator is a specialist in the academic discipline relevent to the museum's collection. The curator is directly responsible for the care and academic interpretation of all objects, materials and specimens belonging or lent to the museum; recommendations for acquistion, deaccession, attribution and authentication; and research on the collections and the publication of the results of that research. The curator also may have administrative and/or exhibition responsiblities and should be sensitive to sound conservation practices.

REGISTRAR

The registrar is responsible for creating, organizing and maintaining orderly forms, legal documents, files and retrieval systems associated with the following: acquisitions, accessioning, cataloging, loans, packing, shipping, inventory, insurance and storage, pursuant to the care, custody and control of the objects in perpetuity. A registrar organizes, documents and coordinates all aspects of borrowing and lending objects, which includes responsibility for the handling and/or packing of objects, negotiating insurance coverage, processing insurance claims, making shipping arrangements, arranging for security, handling customs procedures, processing incoming and outgoing loans, and processing requests for rights and reproductions. The registrar organizes data so that facts and ideas may be usefully extracted.

COLLECTIONS MANAGER

The collections manager is responsible for supervising, numbering cataloging and storing the specimens within each department or division, and may perform the combined functions of registrar and curatorial assistant.

2. EXHIBITS responsiblities are those activities performed by an EXHIBITS DESIGNER as defined:

EXHIBITS DESIGNER

The exhibits designer translates curatorial and educational staff idea into permanent, temporary or circulating exhibitions. The designer is responsible for the esthetic planning and design of exhibitions through renderings, drawings, scale models lighting and arrangements of objects and signage. The exhibits designer may supervise the production of exhibitions and have administrative responsibilities.

3. CONSERVATION responsibilities are those activities performed by a CONSERVATOR as defined:

CONSERVATOR

The conservator, on a scientific basis, examines museum objects, works to prevent their deterioration, and treats and repairs them when necessary. The conservator

sees that objects are fumigated, kept at proper levels of temperature and relative humidity, and protected from air pollutants and exposure to damaging light intensities and wave lengths. The conservator will usually have the specialized knowledge to treat a certain class of objects such as paintings sculpture, textiles, ceramics, glass, metals, furniture and woodwork, books and art on paper; and should know where to refer materials that cannot be treated in the museum laboratory. In order to keep his knowledge current, the conservator may belong to a professional conservation organization which expects adherence to a code of ethics.

4. EDUCATION responsibilities are those activities performed by an EDUCATOR as defined:

EDUCATOR

The educator develops, implements evaluates and/or supervises the museum's education programs with the goal of facilitating public access to and understanding and interpretation of the collections and resources. The programs, which may employ a variety of media and techniques, may encompass educational exhibitions, printed materials such as self-guides, demonstrations, classes, tours, films, lectures, special events, workshops, teacher training programs, school or other outreach programs as well as docent/ guide training. The educator may have administrative responsibilities.

5. DEVELOPMENT responsibilities are those activities performed by an DEVELOPMENT OFFICER are defined:

DEVELOPMENT OFFICER
The development officer coordinates the fund-raising activities of the museum. These may include funding for capital outlay, purchase and operating endowments; memberships drives; proposals to governmentship drives; proposals to government, corporations and private foundations; and the planning and supervision of special fund-raising events.

6. MEMBERSHIP responsiblities are those activities performed by a MEMBERSHIP OFFICER as defined:

MEMBERSHIP OFFICER

The membership officer works closely with the development officer and the museum educator to attract and retain the interests of a broad museum public. Responsibilities include recruitment and planning, promoting and supervision special events and educational programs such as classes, films, workshops, lectures and opening as benefits to the membership officer of the museum. The membership officer may have administrative responsibilities including maintenance of membership files and records.

7. PUBLIC INFORMATION responsibilities are those activities performed by a PUBLIC RELATIONS OFFICER, EDITOR and PHOTOGRAPHER as defined:

PUBLIC RELATIONS

The public relations officer is concerned with the public image of the museum and is responsible for press relations with newspapers, radio, television and other media and for museum promotional projects such as special events and special publications. The public relations officer's function is to establish useful relationships between a museum's substance and goals and the perceived needs and interests of its various publics. The public relations officer establishes community relations for the museum and monitors specific interests and issues so a museum can participate in the development of issues affecting it.

EDITOR

The editor's primary responsibility is the supervision of the printed material produced by the institution. The editor reads and, if necessary, corrects rewrites or revises such material to insure that it is presented in clear terminology, precise language and proper grammatical and stylistic form. The editor works with the graphic designer to protest the museum's desired image, and may supervise all the mechanical processes of production from submission of manuscript to the printer to binding of the final product. An editor may have an academic background related to the primary subject area of the institution.

PHOTOGRAPHER

The photographer produces documentary prints of objects and details of objects on loan or in the collection for the registrar's records, for curatorial research and publication, for educational (interpretive) materials, for public information, and for promotional literature or uses. The photographer may be required to make use of specialized techniques and may be responsible for photographic files.

3. LIBRARY

LIBRARIAN

The librarian administers the museum library and performs services such as selection, acquistion, cataloging classification, circulation and maintenance of library materials; and furnishing reference, bibliographical and reader's advisory services. The librarian may have special responsibilties such as slides or graphics collections.

9. GENERALIST responsibilities are those activities performed by a GENERALIST as defined:

GENERALIST

A person who commands a wide variety of museum skills to fulfill combined area of responsibility in accordance with the museums resources and collections.

10. GENERAL ADMINISTRATION responsibilities are those activities performed by a DIRECTOR, ASSISTANT DIRECTOR, or BUSINESS MANAGER as defined:

DIRECTOR

The director provides conceptural leadership through specialized knowledge of the discipline of the museum, and is responsible for policymaking and funding (with the governing board), planning, organizing, staffing, directing and/or supervising and coordinating activities through the staff. The director is responsible for professional practices such as acquisition, preservation research interpretation and presentation, may be responsible for financial management.

The following positions report directly or indirectly to the DIRECTOR:

ASSISTANT DIRECTOR

Assists the Director in the overall management of the organization as defined above.

BUSINESS MANAGER

The business manager is responsible for financial management, which may include budget, accounting, purchasing, personnel procedures, salary and fringe benefits, insurance, operation of physical plant, security, contracts, taxes, membership, endowment and fundraising records. May be responsible for revenue-producing activities such as sales shops and food services.

11. SECURITY responsibilities are those activities performed by a GUARD, floorman patrolman, special police, and watchman as defined.

GUARD

Stands guard or walks about premises to precent theft, violence, or infractions of the rules, directs patrons, answer questions relative to service of the establishment. Patrols assigned areas warns violators of such things as smoking or carrying forbidden articles, expels miscreants. May collect tickets or examine credentials. In museums also provides protection to paintings or exhibits from fire, theft or damage.

12. BUILDING AND MAINTENANCE responsibilities are those activities performed by a SUPERINTENDENT and his staff as defined: (Except Security staff which is reported separately)

SUPERINTENDENT

The superintendent is in charge of the museum buildings and grounds, their security, cleanliness, safety and maintenance. The superintendent may oversee the mechanical and electrical equipment, undertake repairs, and supervise security staff, custodians, groundskeepers, engineers and workshop personnel.

13. NET SQUARE FEET - determined by measuring the space between the permanent interior walls. Floor areas occupied by built-in furnishings, such as service counters, closets and shelving are included in the wall to wall measurement. No deductions are made for columns or projections necessary to the building structure.